

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 130K3

School Type (Public Schools): **Charter** **Title 1** **Magnet** **Choice**
☐ ☐ ☐ ☐

Name of Principal: Ms. Michelle McNear

Official School Name: Wayland Bonds Elementary School

School Mailing Address: 14025 South May Avenue
 Oklahoma City, OK 73170-2014

County: Cleveland State School Code Number*: 14 I002 181

Telephone: (405) 735-4500 E-mail: michellemcnear@mooreschools.com

Fax: (405) 692-6260 Web site/URL: www.mooreschools.com/waylandbonds

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mrs. Susie Pierce Superintendent e-mail: susiepierce@mooreschools.com

District Name: Moore Public Schools District Phone: (405) 735-4200

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Jamey Allen

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 23 Elementary schools (includes K-8)
5 Middle/Junior high schools
3 High schools
0 K-12 schools
31 Total schools in district
2. District per-pupil expenditure: 6330

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 5
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	18	25	43
K	45	41	86
1	48	55	103
2	56	55	111
3	52	48	100
4	41	37	78
5	39	41	80
6	50	51	101
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			702

6. Racial/ethnic composition of the school: 6 % American Indian or Alaska Native
10 % Asian
2 % Black or African American
8 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
58 % White
16 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 6%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	30
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	15
(3)	Total of all transferred students [sum of rows (1) and (2)].	45
(4)	Total number of students in the school as of October 1, 2011	702
(5)	Total transferred students in row (3) divided by total students in row (4).	0.06
(6)	Amount in row (5) multiplied by 100.	6

8. Percent of English Language Learners in the school: 2%
Total number of ELL students in the school: 17
Number of non-English languages represented: 4
Specify non-English languages:

Spanish, Vietnamese, Russian, and Urdu.

9. Percent of students eligible for free/reduced-priced meals: 17%

Total number of students who qualify: 110

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 16%

Total number of students served: 114

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>7</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>21</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>59</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>6</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>29</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>11</u>	<u>1</u>
Paraprofessionals	<u>11</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>13</u>	<u>1</u>
Total number	<u>66</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 24:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

Located in southwest Oklahoma City, our school is the namesake of a former Moore Public School Superintendent, Mr. Wayland Bonds, who was known for his foresight in education and his strength during crisis. The May 3rd tornadoes of 1999 heavily damaged and destroyed schools in our district and devastated hundreds of families. Mr. Bonds led our schools, students, and families toward recovery by making a large school district intimate and caring. His inspiration drives our faculty, staff, and students as we strive to perpetuate that characterization in our daily school activities.

Our Pre-Kindergarten through 6th grade school opened in the fall of 2005. We service children from upper middle class neighborhoods to low income rural farms. Currently we have an enrollment of 702 students, 17% being on free reduced meals. Of our student body 58% are Caucasian, 2% Black, 10% Asian, 8% Hispanic, and 6% Native American. Special needs students, whose categories include learning disabilities, speech/ language impaired, and multi-handicapped account for 16% of our population. Many of our multi-handicapped students are medically fragile. Teaching students with multiple disabilities, as well as students of such cultural diversity, presents us with many opportunities and many obstacles. This varied population has required us to meet the needs of many diverse and differentiated learning styles.

Our certified staff of 42 consists of teachers with a wide range of expertise and experience. Many hold post graduate degrees and multiple state certifications. Twenty percent are National Board Certified teachers. Pre-K through 6th grade classroom instruction is based on integrating math, reading, writing, and thinking skills with social studies and science curriculums. Fourth through Sixth grades are departmentalized. In addition to regular and special education classes, our school offers music, art, and physical education classes to 1st-6th grade students. These classes allow students to experience and participate in district wide programs such as art shows, archery, track, and basketball competitions and honor choirs. Gifted and talented students 3rd-6th grade are served through our SEARCH program.

Technology is a priority at our school. A computer lab houses 50 computer stations where students attend two to three times a week. In lab, they have access to many outstanding programs such as Successmaker®, Accelerated Reader®, STAR® Assessment, and STAR Early Literacy® Assessment. Many of these programs are available on classroom computers. One teacher computer, at least two student computers, a document camera, a Redcat audio system, and a Smartboard® are networked via a district wide WAN and are located in each classroom. Our school and teachers strive to stay on the cutting edge of new technological advances. For example, we have implemented iPads into classrooms for teacher and student use.

In addition to technology, we address our at-risk students in a variety of ways. One-on-one teacher tutoring sessions are available through our TEAM program which was designed to specifically target students scoring “limited knowledge” or “unsatisfactory” on standardized tests. Tutoring is available twice weekly for students who struggle in the classroom. Funding under the Reading Sufficiency Act is no longer available, so our teachers volunteer their time to run this program. We believe our focus on at-risk students has played a big role in the accomplishments and awards we have attained. We are one of only two elementary schools in our district that earned a 4.0 “A” on our state school report card and one of three with an “A”. We have earned the highest test grades in our district for several years. We have also been the recipient of the state “Academic Achievement Award” for three years, until funding was discontinued.

“Effectively produce engaged, life-long learners who contribute positively to their community” is the mission of all faculty and staff at Wayland Bonds Elementary School. In keeping with this statement, our staff is not only committed to the academic growth of each child, but to their social and emotional growth. Traditional activities helping students contribute positively to their community include stuffing

stockings for soldiers, entertaining the elderly at nursing homes, making cards for families and communities in need, contributing monetarily to Pennies for Patients, and giving cans of food to the needy.

Since our inception, the faculty, staff, students and parents have set out to create a highly desirable and community friendly place of learning. We have consistently achieved 100% membership in our PTA. Our parent volunteer program, SPURS, is an example of the constant parent support that we enlist and use regularly to facilitate daily lessons and special projects. Parents are called upon to serve as camp counselors for our 5th grade outdoor week long school experience at Camp Classen located in the Arbuckle Mountains. Our parent/teacher group is ready and willing to assist with volunteer time and to help meet financial needs as they arise.

Our challenges, our successes, and our dedication to serve all students make up the total package of who we are: worthy of Blue Ribbon recognition.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

At Wayland Bonds 3rd, 4th, 5th, and 6th grade students participate annually in math and reading assessments that are mandated by the state of Oklahoma. In addition, 5th grade students are assessed in science, social studies, and writing. All students are assessed, including students who receive special education services on Individualized Education Programs (IEP) and those who receive accommodations through Section 504 plans. Each spring, criterion-referenced Oklahoma Core Curriculum Tests (OCCT) are administered and scored based on students' mastery of Oklahoma Priority Academic Student Skills (PASS) as well as Common Core State Standards (CCSS). The OCCT results are categorized into four performance levels: Advanced, Proficient, Limited Knowledge, and Unsatisfactory. Students at Wayland Bonds are expected to perform at the Proficient performance level for every child, with Advanced being the ultimate goal. The federal government enacted Public Law 107-110, *No Child Left Behind*, to improve test scores across the nation. Prior to the 2011-2012 school year, to determine and document academic performance, Oklahoma schools were given a numerical score called the Academic Performance Index (API), which was calculated primarily from the students' OCCT performance. Other student-dependent contributing factors, such as attendance rate, were also added to the final results. The API scores had a numerical value of 0-1500. New mandates were put in place in 2012, and in Oklahoma, school testing results were converted from API scores to A-F Report Cards.

Performance trends demonstrate that Wayland Bonds had high test scores in all grade levels and subject areas for the past five years. However, there have been gains and losses throughout this time period. Wayland Bonds' special education population beginning in 2007-2008 was exceedingly high. While they performed at their highest potential, as they progressed from grade to grade many did not meet benchmark expectations and caused overall student scores to decrease from the previous year.

Faculty and administration meet early in the school year to analyze the previous year's test data and to identify areas of strengths and weaknesses. A Site Improvement Plan is developed and goals are established to improve the identified weaknesses. Teachers from all grade levels develop strategies for implementing the school wide goals. The faculty continues to meet quarterly to discuss progress made toward these goals. Teachers identify areas in which students are struggling during multi-grade level collaborative brainstorming sessions. Throughout the school year, teachers meet both within their grade levels and across grade levels to develop teaching methods strategies. This ensures instructional consistency throughout the school.

In 2009, the TEAM (Teacher Encouraging Academic Mastery) program was established. TEAM is a mentoring program aimed at low achieving and at risk students. Teachers volunteer to offer one-on-one individualized instruction based on students' areas of need. The TEAM program was designed to offer differentiated instruction for struggling students. After TEAM was implemented, 75% of 4th-6th graders participating in TEAM tutoring raised their math and/or reading test scores and 17% were identified as having a disability. The following year, 56% of 4th-6th graders raised their test scores and 18% were identified as having a disability.

The faculty and administration have also integrated incentives to motivate students. All students participate in a "Fast Facts" activity weekly, which is timed math quizzes focused on improving students' basic math fact fluency. Students are rewarded by the principal for scoring a perfect score on the quiz. Students also participate in the Accelerated Reader program, in which they read books and take comprehension quizzes. When students receive a 100% on a quiz, they are rewarded in their classrooms.

The faculty recognizes that identifying factors which contribute to losses in test scores for reading and math is critical in students' overall achievement. The Oklahoma State Department of Education mandated

new cut scores during the summer of 2009. The minimum score required to achieve proficiency across grade levels was significantly increased, resulting in lower test scores across the state. Wayland Bonds' API dropped from 1500 (2008 and 2009) to 1439 (2010). It is important to note that while this loss was drastic, the following year's (2011) API score increased to 1453. In 2012, the state department adopted the A-F grade scale for schools, and Wayland Bonds received a grade of "A" and a 4.0.

Test data from 2011-2012 shows an achievement gap of more than 10 percentage points between the test scores of all students and the 3rd grade special education subgroup (reading and math) and the 4th grade African American subgroup (reading and math). To close the gaps this year, these students are receiving intensive instruction which targets their weaknesses. Last year's 3rd grade special education students are working with their special education teacher as well as a TEAM mentor to improve their skills. Last year's 4th grade African American students are receiving Response to Intervention, being tutored through the TEAM program, and participating in all school wide efforts to increase test scores. The staff at Wayland Bonds is aware of the areas of weakness and strength and work to continually improve in all areas.

2. Using Assessment Results:

Wayland Bonds Elementary believes our approach to assessment is a school wide collaborative effort. These efforts encompass the administration, all grade levels, individual teachers, and parents.

Upon receiving OCCT test results, Wayland Bonds administrators have always taken time to personally contact teachers over the summer to report test results and congratulate their teachers on their accomplishments. Teachers then analyze their own data from the previous year, finding strengths and weaknesses in their teaching efforts. Teachers also examine the data of the students coming into their classroom, combining these two areas and then finding methods to reinforce and implement their instructional lesson plans for the year. Each year, our first staff meeting is spent reviewing test data within our grade levels, which then leads to vertical grade level integration to concentrate on weakest to strongest skills to create our school wide goals for the year. Parents are given OCCT results through our weekly folders and mail.

Moore Public Schools provides us with many formal and informal tools for ongoing assessment. These tools include OCCT, DIBELS, STAR, Accelerated Reader, Gates, Successmaker, daily assessments, and 9 weeks tests. For our lower grades, DIBELS is the primary source used for identifying strengths and weaknesses in order to improve student and school performance. The DIBELS is administered to every K-3rd grade student three times per year to determine their levels and needs. This initial information is then taken by the teachers and used to form skill based groups, identify students needing intervention, and prepare individualized reading instruction. Students falling under benchmark receive additional assessment which monitors student growth and instruction is differentiated accordingly. Our upper grades mainly utilize the STAR and Accelerated Reader (AR) program to drive remediation and instruction. Students are given the STAR test 5 times throughout the year to monitor progress and target students below grade level. All upper grade students are given individualized reading goals based on reading levels with the expectation of thirty minutes minimum in nightly reading homework. Students falling behind on these goals are offered before school reading clubs, lunch time book clubs, as well as audio books to help them reach their goals.

Students not on track for success in Reading and Math are encouraged to attend our free before school tutoring program. This program consists of classroom teachers volunteering in the mornings to oversee students in the computer lab. Another way we work to improve student performance is by our TEAM (Teachers Encouraging Academic Mastery) program. Students who have scored Limited Knowledge or Unsatisfactory or have been identified as At-Risk are paired with a school staff member for further individualized tutoring. These mentors meet with their student during non-instructional times throughout the week. These volunteer programs have resulted in Wayland Bonds being one of three (out of 23) elementary schools in Moore to receive an "A" on the State Report Card for the area of bottom quartile student growth.

Communication is a high priority at Wayland Bonds Elementary. Parents are kept abreast of students' progress through our electronic access to Infinite Campus (district wide database for grades and attendance), back to school nights, bi-annual conferences, teacher websites, school newsletters, marquees, AR Home Connect, personal notes, agendas, emails, grade level parent nights, weekly folders and personal phone calls. The community is made aware of our successes through our Wayland Bonds Facebook Parent page, school report card, local and state newspaper and media. Our superintendent also takes time to acknowledge our successes at the Moore Public Schools Board of Education meetings. We celebrate the academic successes with students by various means. We have tangible rewards along with celebration parties and assemblies to recognize and encourage students to continue to strive for excellence in achieving high standards in all scholastic areas.

At Wayland Bonds Elementary, we take great pride in our hard work and efforts. The teachers spend hours designing a curriculum to integrate all learners based on individual needs identified through analyzing all testing data. We feel this is a critical area and contributes greatly to our accomplishments on assessments in the classroom and in helping our students be successful in all areas of their lives.

3. Sharing Lessons Learned:

The faculty at Wayland Bonds is committed to developing and implementing new strategies to ensure continued student success and mastery of skills. Teachers come together each quarter during YANTA (You Are Not Teaching Alone) to identify key areas of concern and collaborate on how to incorporate new instructional techniques and programs that will continue to enhance our curriculum and enable each and every student to reach their maximum potential academically and socially. It is through these collaborative meetings that Wayland Bonds has created several successful initiatives which they have implemented and then shared throughout the district. Fast Facts, a timed test over grade level appropriate facts, was developed as the faculty became aware that students were not mastering basic math facts that were essential in developing higher level math skills. Once a week the entire school takes a timed math test simultaneously and those that complete the task with a 100% are acknowledged by the principal with a prize. The most successful and productive program that has been developed is the T.E.A.M. (Teachers Encouraging Academic Mastery) program. This program identifies students who performed poorly on the end of the year reading and math assessments. Each teacher selects a student from this group to buddy with throughout the year. The focus is academic growth but also to build relationships that foster confidence and self esteem. Teachers interact with the students by eating lunch together, tutoring, rewards and incentives. These are just two examples of the many programs that have been developed and implemented at Wayland Bonds and shared throughout the district.

Several of our teachers provide professional development workshops and training for our district. Our resource teachers have developed trainings over Autism and Modifications for the Regular Classroom. Our reading teachers piloted the new STAR Reading program and were instrumental in sharing the new data for RTI (Response To Intervention). Our librarian is an adjunct professor, teaching graduate courses to our district cohort group working towards earning their Masters degree in library media.

The teachers at Wayland Bonds also serve on curriculum committees, developing the district curriculum calendar and the quarterly district tests and serve as mentors to teachers at low-performing schools, sharing test prep materials and teaching strategies. Our teachers are also committed to sharing their knowledge with aspiring teachers by accepting four to five student teachers each semester from varying colleges and universities.

4. Engaging Families and Communities:

Research has shown that for schools to be successful they must have a strong connection between school, home and community. Wayland Bonds is an excellent example of all three entities coming together to create the optimal learning experience for their students.

Two-way communication is crucial. It supports, maintains and develops positive relationships. Good communication techniques and positive strategies have built strong and lasting relationships with parents at Wayland Bonds. These relationships have been developed by teachers providing monthly grade level and individual newsletters, weekly emails, daily communication binders, homework folders and agendas. In addition to a school-wide back-to-school night, each grade level has a specific night they set aside at the beginning of the year to discuss the curriculum and expectations for the school year. Parents are given the opportunity to share, ask questions and sign up to volunteer for various events and activities for the school year. Parents have access to their child's grades and attendance through the district student information system, Infinite Campus, and receive daily updates on their child's reading progress through Renaissance Home Connect. Parents receive an email each time their child takes a quiz that provides information on how the child performed and shows their progress towards reaching their individualized reading goal. This has proven to be a key tool in keeping parents informed of their child's reading progress each week. Parents also stay informed via teacher and district websites.

Wayland Bonds has a large percentage of parents, grandparents and community personnel actively involved in educating, volunteering and raising funds for our school. SPURS (Supportive Parents You Reach Students) is a program developed at Bonds to train parents to help with several tasks throughout the school year. Parent volunteers learn to make copies, use the laminator, prepare Thursday folders, use the die cut machine and various other duties that help the teachers throughout the school year. The library has 5 regular volunteers and several substitutes ready to serve when needed. The PTA is also active in planning family events, such as book fairs, family movie nights, carnivals and Marco Pizza Night. These events support our school in various ways but also bring us together as a community. Local community members share their knowledge with visits from the public library, police and fire departments, local authors and Miss Oklahoma. Donations of garden planters, classroom supplies, basketball court and goals and library furniture have enriched our school learning environment.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Curriculum

The Wayland Bonds Elementary school mission is to “produce life-long learners who contribute positively to their community.” As our students recite our school’s creed each morning they truly believe in their own ability to learn. We as a faculty strive to mold respectful, diligent, community minded students who are receptive to achieving high academic standards. To ensure the core curriculum standards are mastered by all students, our highly qualified faculty uses a plethora of styles, technology, techniques, ideas and expertise.

Reading/English Language Arts

Our overall goal is to make life-long readers. We consider literacy the bonding agent that connects all other content areas. While directly delivering language art instruction, we utilize many research proven programs such as Payne Education Structured Language Basics, Tampa Reads Spelling/Vocabulary, Write Source, Success Maker and Renaissance Place Accelerated Reader. The media center at Wayland Bonds supports our reading program by housing a large collection of literature encompassing all reading levels, genres, and interests. Emergent reading instruction through early adolescence instruction is differentiated for at-risk students as well as above-level students. Reading curriculum is monitored through our grade level pacing guides, aligned with state standards.

Math

Our school district has adopted "Envision Math" as the primary math curriculum. This program was selected due to the vast technology integration it offers along with critical thinking and problem solving practices. We are teaching children how to solve real life problems through mathematics. Each teacher uses the district math pacing calendar to ensure that all PASS Skills and Common Core Standards are met. This calendar aligns the many state standards into a daily instructional guide complete with comprehensive benchmark assessments. SMART board activities are used to better engage the students while the Successmaker program allows for differentiated individualized instruction. Students identified as at-risk according to the math benchmark assessments are mentored through the TEAM program and monitored throughout the school year.

Science

Our science program emphasizes the scientific process through the use of problem-solving, while also following safety procedures. We stress the use of inquiry-based instruction which includes observation, classification, research, and identification. With the guidance of our state standards, the primary grades science instruction is mainly taught through our reading curriculum. The intermediate grades each have a science teacher who guides them through the scientific method using experiments and hands-on demonstrations. Our Science Fair and Invention Convention motivate our students to become scientific thinkers. Our excellence in science is evident through our numerous district and regional awards.

Social Studies

The social studies program at Wayland Bonds is a comprehensive curriculum combining the skills and knowledge students need to become productive citizens, who contribute positively to their community. Navigated by the Oklahoma C3 Standards for the Social Studies (which is a combination of PASS

Standards and the Common Core State Standards), our teachers implement this core knowledge instruction through the use of technology, literacy skills, and a variety of activities and celebrations, in hopes that our students will value and appreciate our state and American history, system of government, and freedoms, as well as, the importance of physical, cultural, and political geography.

Visual and Performing Arts

We are very fortunate to provide our students with classes in both visual and performing arts. Both subjects are steered by a district wide assessed and progressive performance-based curriculum, centered on the following four Oklahoma Priority Academic Student Skills (PASS) standards: language, history and culture, expression, appreciation. At the top level of Bloom's Revised Taxonomy, Wayland Bond students "create" in authentic and unique ways above and beyond the classroom. A district-wide visual art show, honor choir, and two seasonal musicals are just a few venues where our students are showcased, as we prepare them to be successful in a diverse and ever-changing society through experiences in the fine arts.

Physical Education/Health/Nutrition

Our students health and well-being are fostered in the Physical Education department. Steered by the Oklahoma Priority Academic Student Skills (PASS), they are instructed and encouraged through a variety of daily exercise regimens, games, sports, and basic health and nutrition units, keeping them all engaged and physically active. Their activity is encouraged through a digital log, *Fitness Gram* that requires them to track their health and fitness progress. Archery is a unique program that involves our students, as they compete at the district, state and national level. Our students are provided with many opportunities for success, with the hopes of each of them becoming interested in life long health and fitness.

2. Reading/English:

The overall goal at Wayland Bonds Elementary is to make life-long readers. The reading curriculum is monitored through grade level pacing guides, aligned with current state standards. The highly qualified teachers utilize the district adopted series, Macmillan/McGraw-Hill Treasures, and the intervention curriculum, Triumphs. Language art skills are taught using the district adopted series, Write Source, which is a technology driven program allowing students to compose, share and peer edit writing samples with students across the nation. The faculty has chosen to supplement these texts with many other resources to create a better rounded, comprehensive curriculum. These supplemental tools include Burton Goodman's text series, Scholastic Weekly Readers, class novels, Tampa Reads Spelling and Vocabulary, and Drops in the Bucket. Technology is utilized through iPads, SMART boards, Renaissance Place Accelerated Reader (A.R.), and Successmaker. This curriculum and instructional approach lends to a comprehensive program that focuses on phonemic awareness, phonics, vocabulary, comprehension, and fluency through the use of fiction and nonfiction text.

Instructional methods at Wayland Bonds are driven by frequent formal and informal assessments; including Dynamic Indicators of Basic Early Literacy Skills (DIBELS), GATES Reading Tests, STAR, and OCCT state testing. The faculty uses a variety of instructional methods to differentiate instruction and meet the diverse needs of every learner. These methods include literacy centers, guided reading, library lessons, and Blooms Taxonomy of questioning. Payne Education Structured Language Basics (SLB) and Mary Legan Reading Ideas are multisensory methods that move students from hands on learning to abstract thinking. Larry Bell's methods teach important standardized test language and strategies. Class novels allow students to experience a variety of text genres while focusing on the five key elements of reading. Collaboration allows the media specialist to develop a collection of texts to meet the needs of the school community. Through the library, students experience unique opportunities to meet authors and enjoy reenactments of popular books.

Early childhood education and the acquisition of foundational reading skills are emphasized. Early childhood teachers are trained to use Energizing Readiness and Reading Readiness. These methods are geared toward early learners and the acquisition of foundational knowledge. Early childhood teachers also use choral reading, daily five groups, morning meetings, and listening centers. Accelerated Reader and the corresponding program Home Connect are outlined for parents during first grade and utilized through sixth grade.

Emergent reading instruction through early adolescent instruction is differentiated for at-risk students as well as advanced students allowing for scaffolding and small group instruction. Students receive extended practice, interventions, and additional enrichment inside the classroom through small groups, leveled readers, Riverdeep, and Destination Reading. The faculty created an intervention resource closet containing hands on, age appropriate instructional materials to be used for individualized interventions. Above level students attend S.E.A.R.C.H. weekly for a half day of enrichment through critical thinking and abstract learning. Below grade level students participate in TEAM, a mentoring program, and Reading Sufficiency Act (RSA).

3. Mathematics:

Building a strong mathematical foundation to use in daily life and future application is a major focus for Wayland Bonds Elementary. Our school curriculum is guided by the State PASS skills and is transitioning to Common Core Standards. Teachers currently use Envision mathematics, district pacing calendars, and supplemental materials. Through the use of pacing calendars and our faculty's collaboration, we provide vertical alignment for our school. This provides an environment to bridge and minimize gaps while maximizing mastery.

Math instruction is varied, allowing teachers to address weaknesses and enhance strengths for a variety of learners. Areas of weaknesses and strengths are identified through school data. Teachers identify standards that the data distinguishes as weaknesses and school wide goals for improvement are developed based on those standards.

Our school mission is to create students who are engaged, life-long learners and contribute to their community. The responsibility to educate our students is felt building-wide and is a cohesive effort. All students are encouraged to take ownership of their own learning. Curriculum integration throughout all subjects including PE, music and art builds a strong foundation for mathematical skills. Mathematical vocabulary is used to emphasize understanding and explanation of concepts. Lessons are focused on exploration of concepts to allow students to make connections and make applications to real-world scenarios. Journals are used for vocabulary and example problems. This is helpful for our tactile and visual learners. Lessons are designed by each teacher for his/her specific students. They continually evaluate the needs of the class and individual students and make adjustments accordingly. Our school utilizes Successmaker Math (individualized computer program), Rocket Math, Larry Bell's UNRAVEL, color coding story problems, weekly school-wide fast facts, teacher mentoring, RTI (Response to Intervention) resource closet, and AIMS activities among others. Our teachers strive to have every student leave more than prepared for the next grade level.

At risk students, as identified by test scores or teacher observation, receive additional tutoring. Staff members volunteer to work one-on-one with these students through our Teachers Encouraging Academic Mastery (TEAM) program. Tutoring is also offered twice a week before school for students needing additional support. Students above level are able to work at their independent level through our computer lessons on Successmaker. They are also utilized as peer helpers in the classroom. Advanced students attend a gifted program once a week to extend their knowledge in real world problems.

4. Additional Curriculum Area:

Wayland Bonds Mission states that we: “Effectively produce engaged, life-long learners, who contribute positively to their community.” Our teachers and staff pride themselves in achieving this mission statement through a variety of unique and proven teaching methods in our Social Studies curriculum. We strive to achieve our mission statement with core knowledge of U.S. and Oklahoma history, regional and Western hemisphere geography, community studies, character education, and social skills.

In order to teach our students how they can contribute to their community and how their community contributes to their learning, we offer our students many learning experiences. Every year, Wayland Bonds invites a local theatre company to perform an historical play, such as 1776, Oklahoma, and Will Rogers. Our fifth graders attend a United States flag retirement ceremony to learn the importance of patriotism. As a school, we celebrate Constitution Day with a reader’s theatre, and Veteran’s Day with a special speaker and family activities. Guest speakers from our community, such as police officers, firemen, and dentists share with our students their role in the community.

Technology is an integral part of our curriculum delivery. Each classroom is equipped with a Smart Board that promotes interactive and motivated learning. The use of Safari Montage gives our teachers the ability to stream videos that engage our students in the curriculum being covered, as well as to bring real world experiences to our classrooms. Our school also has an inventory of iPads that are available for use in our classrooms.

Through literacy, research, and thematic units we engage students in learning that will help them excel in all curriculum areas. We have Social Studies teachers who complete in-depth novel studies over historical events. Our students participate in a variety of research projects that allow them to gain knowledge and background of topics through the integration of non-fiction materials and technology. We have implemented a program that involves character education; which gives lessons on responsibility, gratefulness, generosity, respectfulness, etc.

Exposing our students to these and many other learning experiences provide them with the knowledge base and skills that will carry them throughout their lives. We consider it our duty and privilege to prepare our students for their future as lifelong learners who contribute positively to their community as great citizens of this country.

5. Instructional Methods:

Our school uses multiple ways to differentiate instruction to our students. We have a before school program to better the students' reading skills. We have a TEAM program in which all members of our faculty mentor with an at-risk student. Students are chosen for this program based on assessment data showing that they demonstrate a need. Students who do not meet the benchmarks at the end of the year are also offered summer school. We meet the needs of our ELL students by working in small groups, individual settings, utilizing our AR program’s different languages, and parent volunteers help with reading fluency. We have a resource closet in which teachers can check out manipulatives to work with individuals one-on-one. Students who are accelerated and demonstrate a talent in academic areas are challenged in our SEARCH program, which includes enrichment activities.

Our school mainstreams students that are on an IEP into the general education classroom as much as possible. Teachers are notified at the beginning of the year what modifications to use in the classroom to help students be successful. IEPs are written based on individual abilities and are supported by a team of highly qualified teachers. We use a multitude of modifications; modifying tests, enlarging texts, highlighting texts, offering a separate location if needed, and increased time. Our students can also receive Occupational Therapy, Physical Therapy, and Speech/Language Therapy as related services.

Another method used to ensure differentiated instructional practices is flexible student grouping which includes individualized, whole class, collaborative, and small groups. Collaborative groups allow the

teacher to facilitate meaningful conversations between the students themselves. This exchanging of ideas leads to more critical thinking, peer tutoring and face to face promotive interaction. Small differentiated groups allow teachers to adjust curriculum to challenge students at various levels. Individualized instruction addresses specific needs of students. Our teachers continuously develop instructional effectiveness through attending workshops; such as Mary Legan, Structured Language Basis, Larry Bell, and Common Core.

Through continuous monitoring and assessment of student progress, teachers make adjustments to fit the needs of students. One way student achievement is assessed is through our STAR reading program. We utilize the STAR program to identify students' weaknesses, set student reading ranges according to development, and set quarterly individualized student reading goals.

Technology plays an essential role in supporting differentiated instruction in our classrooms. All teachers have a smartboard, Redcat microphone system, document camera, and 2-3 student computers loaded with Accelerated Reader, River Deep, and Successmaker. We also have access to iPads and a computer lab with 50 learning stations that our students visit 2-3 times per week. The learning stations allow students to work and progress at their individual levels on Successmaker. We use technology, such as the Smartboard and document camera, to utilize all opportunities to re-teach a topic or provide enrichment to our students. Our classroom Redcat microphone system helps disperse the teacher's voice throughout the classroom which aids our students who struggle with attention and focus during lessons. We differentiate instruction and use multiple teaching methods through incorporating technology to promote active learning.

6. Professional Development:

The teachers at Wayland Bonds Elementary are committed to improving student achievement. United in the belief that improving the quality of teaching improves overall student performance, we strive to target professional development opportunities that are effective in the educational process. The district has a Professional Development Committee which reviews teacher requests to attend out-of-district/state conferences. Pre-Kindergarten through third grade teachers have attended Structured Language Basics training. This is a multi-sensory approach to teaching English language through phonemic awareness, phonics, spelling patterns, fluency and comprehension. This program supports English Language Learners and special education students, while also challenging and engaging regular education students. Teachers participate in many writing and reading workshops to improve literary skills. Mary Legan offers a reading program using manipulatives to address both literal and interpretive levels of comprehension. Two teachers have attended "What's New in Children's Literature" and will present to our staff ideas and methodologies supporting Common Core. The Oklahoma Writing Project has also presented Common Core writing workshops to our faculty. We invited the author of many children's books, Darlene Bailey Beard, to teach writing workshops to our third through sixth graders. Our staff has been trained to use Dynamic Indicators of Basic Early Literacy Skills (DIBELS). The tests allow teachers to preteach, teach and reteach skills and provide additional instruction, if needed. The DIBELS scores are used to qualify the students for RSA. First through sixth grade teachers have been trained in using the Tampa Reading Key Program, which systematically teaches essential grade level vocabulary, brain based strategies for improving memory retention, and dramatically improves student vocabulary.

Professional Development in our building focuses on incorporating technology as much as possible. We have been trained on Smartboard usage, Accelerated Reader, Success Maker, Envision Math, iPad applications, Safari Montage, Smart Response Systems, Infinite Campus, Grade Cam and website development. We are fortunate to have several in-house trainers who are willing to facilitate workshops.

Our staff is committed to maintaining and improving test scores. After participating in a Larry Bell conference, our principal purchased materials to help implement his strategies. The students at all ages hear Larry Bell's "Twelve Powerful Words" and use the UNRAVEL method for reading.

Wayland Bonds teachers are dedicated lifelong learners who strive for excellence. Eight teachers have earned their Masters degrees, eight are Nationally Board Certified and many are taking collegiate courses.

7. School Leadership:

Wayland Bonds Elementary uses a hands-on leadership model to help promote and guide the talents of teachers, pupils, and parents toward achieving common educational goals/aims. Our namesake and former superintendent, Mr. Wayland Bonds, stated that “those who work with students should model honesty and integrity, and they should work with all students to help them reach their highest potential.” The faculty strives to live by these words. It is our mission to effectively produce engaged, life-long learners, who contribute positively to their community. In order to fulfill our mission the principal of Wayland Bonds has adopted a leadership philosophy that promotes collaboration, commitment, and a strong community.

Wayland Bonds supports shared leadership and looks to all stakeholders to support a collective responsibility to equip, empower, and inspire our students. The principal encourages collaboration from all members of the team-students, teachers, and parents/community. The open door policy set by the principal helps promote a safe environment where stakeholders are open to voice concerns, express new ideas, and to provide a listening ear for any issues. Collaboration takes place on several levels including grade level meetings, horizontal subject team meetings, student representation on committees, and PTA involvement. Teachers meet throughout the year for YANTA (You Are Not Teaching Alone) meetings to discuss progress in the school. Their topics include test score discussions, needs of students, curriculum ideas, and determining how all students’ needs are met. All teachers are encouraged to buy in and encouraged to find new resources. TAMPA spelling is a direct result of this encouragement, which is not only used at Bonds but in various buildings. Teachers/Teams are involved in all hiring processes in an effort to help build the team.

Commitment is evidenced in the time and willingness of all faculty/staff to do whatever it takes to meet a child’s needs. Several Wayland Bonds teachers have committed to be trained in several Payne programs (Structured Language Basics, Reading Readiness, and Energizing Readiness) in order to serve our students in the best way possible. Extra time is spent between the classroom teacher and resource teachers to ensure that we are all working toward the same end goals/skills. Smartboard Training has been completed by over 90 % of the faculty. Several Wayland Bonds Teachers have committed themselves to further their education. As of today, six former teachers/counselors are serving in the district as leaders (assistant/ head principals and department leaders).

A strong community is encouraged by the principal through strong relationships and programs. Climate is foundational to the success of Wayland Bonds. The principal works to make sure there are clear expectations, resources, and the time to accomplish the expectations in place for teachers who in return offer that to their students. Power and decision making is shared among stakeholders. Community is encouraged by the counselor who sponsors Pennies for Patients, food drives, and programs for soldiers. Students are recognized through their many accomplishments-AR Awards, Fast Facts Success, Kids of Character, and Testing Celebrations. Teachers are recognized through various Teacher of the Year Awards, Triple A Awards, and student success. The PTA/Community has helped build a strong community and was recognized as the Oklahoma PTA Unit of the Year for 2011-2012.

Leadership is a lifestyle. All stakeholders are leaders and making a difference.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2007-2012 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient Plus Advanced	95	98	97	95	100
Advanced	68	80	68	58	53
Number of students tested	59	54	80	91	57
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	8	2	9	7	12
Percent of students alternatively assessed	12	4	10	7	17
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	78	91	100	92	100
Advanced	57	73	60	50	20
Number of students tested	14	11	15	14	10
2. African American Students					
Proficient Plus Advanced	Masked	Masked	0	Masked	Masked
Advanced	Masked	Masked	0	Masked	Masked
Number of students tested	5	1		2	4
3. Hispanic or Latino Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	3	7	9	1
4. Special Education Students					
Proficient Plus Advanced	91	Masked	91	100	Masked
Advanced	73	Masked	36	50	Masked
Number of students tested	11	6	11	12	7
5. English Language Learner Students					
Proficient Plus Advanced	Masked	0	Masked	Masked	Masked
Advanced	Masked	0	Masked	Masked	Masked
Number of students tested	3		5	4	2
6. Asian					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	5	7	8	1
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Wayland Bonds has housed several special education classes (ID and Multi-Handicapped) for the west side of the district throughout the years. This has made for a higher percentage of special education testing. A rubric is provided to determine which assessment students with IEPs should take. Options for assessments are regular, modified, and portfolio.					

13OK3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2007-2012 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient Plus Advanced	95	100	99	95	98
Advanced	20	25	11	10	51
Number of students tested	59	55	80	91	57
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	8	1	9	7	12
Percent of students alternatively assessed	12	2	10	7	17
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	93	100	100	100	90
Advanced	14	9	7	21	10
Number of students tested	14	11	15	14	10
2. African American Students					
Proficient Plus Advanced	Masked	Masked	0	Masked	Masked
Advanced	Masked	Masked	0	Masked	Masked
Number of students tested	5	1		2	4
3. Hispanic or Latino Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	3	7	9	1
4. Special Education Students					
Proficient Plus Advanced	73	Masked	91	100	Masked
Advanced	9	Masked	9	0	Masked
Number of students tested	11	7	11	12	7
5. English Language Learner Students					
Proficient Plus Advanced	Masked	0	Masked	Masked	Masked
Advanced	Masked	0	Masked	Masked	Masked
Number of students tested	3		5	4	2
6. Asian					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	5	7	8	1
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Wayland Bonds has housed several special education classes (ID and Multi-Handicapped) for the west side of the district throughout the years. This has made for a higher percentage of special education testing. A rubric is provided to determine which assessment students with IEPs should take. Options for assessments are regular, modified, and portfolio.					

13OK3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2007-2012 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient plus Advanced	98	100	97	95	99
Advanced	56	72	48	51	50
Number of students tested	61	65	88	72	72
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	8	5	8	17	2
Percent of students alternatively assessed	12	7	8	18	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	91	Masked	94	100	89
Advanced	64	Masked	50	40	36
Number of students tested	11	8	16	10	19
2. African American Students					
Proficient plus Advanced	Masked	0	Masked	Masked	Masked
Advanced	Masked	0	Masked	Masked	Masked
Number of students tested	3		4	3	5
3. Hispanic or Latino Students					
Proficient plus Advanced	Masked	Masked	Masked	Masked	75
Advanced	Masked	Masked	Masked	Masked	17
Number of students tested	5	6	6	1	12
4. Special Education Students					
Proficient plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	9	8	5	5	8
5. English Language Learner Students					
Proficient plus Advanced	0	Masked	Masked	Masked	Masked
Advanced	0	Masked	Masked	Masked	Masked
Number of students tested		1	6	1	5
6. Asian					
Proficient plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	8	6	4	6
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Wayland Bonds has housed several special education classes (ID and Multi-Handicapped) for the west side of the district throughout the years. This has made for a higher percentage of special education testing. A rubric is provided to determine which assessment students with IEPs should take. Options for assessments are regular, modified, and portfolio.					

13OK3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2007-2012 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient Plus Advanced	91	94	86	92	100
Advanced	13	11	6	14	11
Number of students tested	61	65	88	72	72
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	8	5	8	17	2
Percent of students alternatively assessed	12	7	8	18	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	91	Masked	81	100	100
Advanced	0	Masked	0	10	11
Number of students tested	11	8	16	10	19
2. African American Students					
Proficient Plus Advanced	Masked	0	Masked	Masked	Masked
Advanced	Masked	0	Masked	Masked	Masked
Number of students tested	3		4	3	5
3. Hispanic or Latino Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	6	6	3	5
4. Special Education Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	9	8	6	5	8
5. English Language Learner Students					
Proficient Plus Advanced	0	0	Masked	Masked	Masked
Advanced	0	0	Masked	Masked	Masked
Number of students tested			1	1	5
6. Asian					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	8	6	4	6
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Wayland Bonds has housed several special education classes (ID and Multi-Handicapped) for the west side of the district throughout the years. This has made for a higher percentage of special education testing. A rubric is provided to determine which assessment students with IEPs should take. Options for assessments are regular, modified, and portfolio.					

13OK3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2007-2012 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient Plus Advanced	97	92	97	85	100
Advanced	57	46	70	50	61
Number of students tested	83	65	77	88	64
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	7	3	16	6	5
Percent of students alternatively assessed	8	4	17	6	7
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	93	100	100	95	100
Advanced	50	30	75	35	38
Number of students tested	14	10	12	20	13
2. African American Students					
Proficient Plus Advanced	0	Masked	Masked	Masked	Masked
Advanced	0	Masked	Masked	Masked	Masked
Number of students tested		3	4	6	5
3. Hispanic or Latino Students					
Proficient Plus Advanced	Masked	Masked	Masked	91	Masked
Advanced	Masked	Masked	Masked	18	Masked
Number of students tested	9	5	3	11	6
4. Special Education Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	7	6	5	5
5. English Language Learner Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	2	1	5	1
6. Asian					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	9	5	3	6	6
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Wayland Bonds has housed several special education classes (ID and Multi-Handicapped) for the west side of the district throughout the years. This has made for a higher percentage of special education testing. A rubric is provided to determine which assessment students with IEPs should take. Options for assessments are regular, modified, and portfolio. The OCCT cut scores were realigned (raised) for the 2008-2009 school year.					

13OK3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2007-2012 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient Plus Advanced	98	98	96	90	100
Advanced	34	28	32	25	45
Number of students tested	83	65	77	88	64
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	7	4	18	6	5
Percent of students alternatively assessed	8	6	19	6	7
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	100	100	92	95	100
Advanced	21	20	33	15	46
Number of students tested	14	10	12	20	13
2. African American Students					
Proficient Plus Advanced	0	Masked	Masked	Masked	Masked
Advanced	0	Masked	Masked	Masked	Masked
Number of students tested		3	4	6	5
3. Hispanic or Latino Students					
Proficient Plus Advanced	Masked	Masked	Masked	91	Masked
Advanced	Masked	Masked	Masked	0	Masked
Number of students tested	9	5	3	11	6
4. Special Education Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	6	4	5	5
5. English Language Learner Students					
Proficient Plus Advanced	0	Masked	Masked	Masked	Masked
Advanced	0	Masked	Masked	Masked	Masked
Number of students tested		1	1	5	1
6. Asian					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	9	5	3	6	6
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Wayland Bonds has housed several special education classes (ID and Multi-Handicapped) for the west side of the district throughout the years. This has made for a higher percentage of special education testing. A rubric is provided to determine which assessment students with IEPs should take. Options for assessments are regular, modified, and portfolio. The OCCT cut scores were realigned (raised) for the 2008-2009 school year.					

13OK3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2007-2012 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient Plus Advanced	99	100	98	99	98
Advanced	48	70	75	66	75
Number of students tested	84	61	84	86	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	13	8	3	2
Percent of students alternatively assessed	6	18	9	3	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	100	100	94	100	Masked
Advanced	33	58	56	50	Masked
Number of students tested	12	12	16	14	8
2. African American Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	5	5	4	4
3. Hispanic or Latino Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	3	6	7	2
4. Special Education Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	4	1	5	6
5. English Language Learner Students					
Proficient Plus Advanced	Masked	Masked	Masked	0	Masked
Advanced	Masked	Masked	Masked	0	Masked
Number of students tested	1	1	3		2
6. Asian					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	4	7	8	4
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Wayland Bonds has housed several special education classes (ID and Multi-Handicapped) for the west side of the district throughout the years. This has made for a higher percentage of special education testing. A rubric is provided to determine which assessment students with IEPs should take. Options for assessments are regular, modified, and portfolio.					

13OK3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2007-2012 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient Plus Advanced	98	100	96	99	97
Advanced	25	39	19	37	33
Number of students tested	83	61	100	86	60
Percent of total students tested	98	100	100	100	98
Number of students alternatively assessed	4	12	8	3	2
Percent of students alternatively assessed	5	16	9	3	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	92	100	100	100	Masked
Advanced	25	42	13	29	Masked
Number of students tested	12	12	16	14	8
2. African American Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	5	5	4	4
3. Hispanic or Latino Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	3	6	7	2
4. Special Education Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	1	1	5	5
5. English Language Learner Students					
Proficient Plus Advanced	Masked	Masked	Masked	0	Masked
Advanced	Masked	Masked	Masked	0	Masked
Number of students tested	1	1	3		1
6. Asian					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	4	7	8	3
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Wayland Bonds has housed several special education classes (ID and Multi-Handicapped) for the west side of the district throughout the years. This has made for a higher percentage of special education testing. A rubric is provided to determine which assessment students with IEPs should take. Options for assessments are regular, modified, and portfolio.					

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